

### **Curriculum Connection**

The tool I have chosen for media literacy education is comparing post-war advertisements to advertisements of today. This fits in the grade 11 history curriculum under the essential question 11.4.1 “How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?” (Manitoba Education, 2014. p. II-88) This essential question is embedded with multiple outcomes that fit my pedagogy. The curriculum states that students should understand post-war prosperity and the rise of mass culture (III-88). Using an advertisement analysis, students will gain an understanding on how media shaped the world then and how media continues to do so. Analyzing advertisements and consumer culture will guide students to the inner workings of societal norms. Students will understand how society shifted and was influenced by consumerism and classism. Not only will students get an inside look to the culture in the post-war period, but they will be developing a tool kit to critically analyze media for target audience and codes of media advertising.

### **Pedagogy Explanation**

Analyzing advertisements and aspects of consumer culture is a crucial aspect of the social studies curriculum. As mentioned by DeLeon in “Beware of “Black” the Ripper! (2006), exploring themes of popular culture in media and deconstructing them is necessary for all social studies teachers. As the main target of the advertisements in the post-war period is white middle class women, DeLeon’s explanation of how “language in media is used as a tool to oppress and perpetuate”, students will be able to identify the codes of how these advertisements exclude large groups of people and what affect such exclusion has. Popular culture and media are used as a tool in society to determine whose voices have value, and the context in which they are heard (DeLeon, 2006).

Mainstream media establishes trends and mass culture at astonishing rates. Students will be asked to think critically about the trends and messages perpetuated in the advertisements. They will use Buckingham's four aspects of media literacy to question and critically examine the advertisements. The four aspects are representation, language, production, and audience (Buckingham, 2015). These aspects will allow students to engage with the media to understand the codes, bias, reasons for creation, and how the viewers are being 'used'. Mass culture is the dominant culture in society, and the dominant message is to consume (Duncum, 2009). Students will be encouraged to see how these medias are used to reinforce inequities and how they are imbedded in mainstream media and pop culture. Teaching in this way supports Duncum's theory of not teaching *about* media, but rather *through* media (2009). With the understanding of how messages are constructed through media, students will be able to explore themes of media literacy, while simultaneously gaining understandings of how such media has had an effect on society through history and in the present context.

## Post-War Advertisement Analysis

During the post-war period, a mass culture began to emerge across society. Magazines were becoming overwhelming popular. Corporations caught on to this, and advertisements in magazines started to skyrocket. You will be asked to select an advertisement similar to one we examined in class, or one of your choice. You will use the four aspects of media literacy to analyze an advertisement from the post-war period and compare it to a similar advertisement from the current context.

Your adventure is as follows...

- ✓ Use the library portal to find an advertisement from the post-war period. (This can be an advertisement for clothing, housewares, beauty products, vehicles... basically anything that can be sold.)
- ✓ Find an advertisement of a similar product from the recent years (if you are analyzing a truck advertisement from the 50's, find a truck advertisement from 2017 onwards)
- ✓ Use the **four** aspects of media literacy as described in class to examine your advertisements. Use the sheet attached to make these connections.
  - **Representation**: authority, bias, voices, who is left out of this narrative? Why are they left out? How does the inclusion/exclusion of voices impact society?
  - **Language**: what **codes** are being used?
  - **Production**: who created this? Why?
  - **Audience**: how is the audience being used? Who is this targeted towards?
- ✓ Compare the two advertisements. What do they have in common? What is different? What has changed? What has stayed the same?
- ✓ Create a side by side print out of your two advertisements.
- ✓ Be ready to present to the class and explain your findings!



Representation	Language
Production	Audience

**Codes:** Language use, representation of race, use of colour, camera angles, text size, word choice, emotion (shame, guilt, fear, happiness, etc.) gender roles, use of space, placement of objects, aesthetic, focal points, etc.



## It's nice to have a girl around the house.

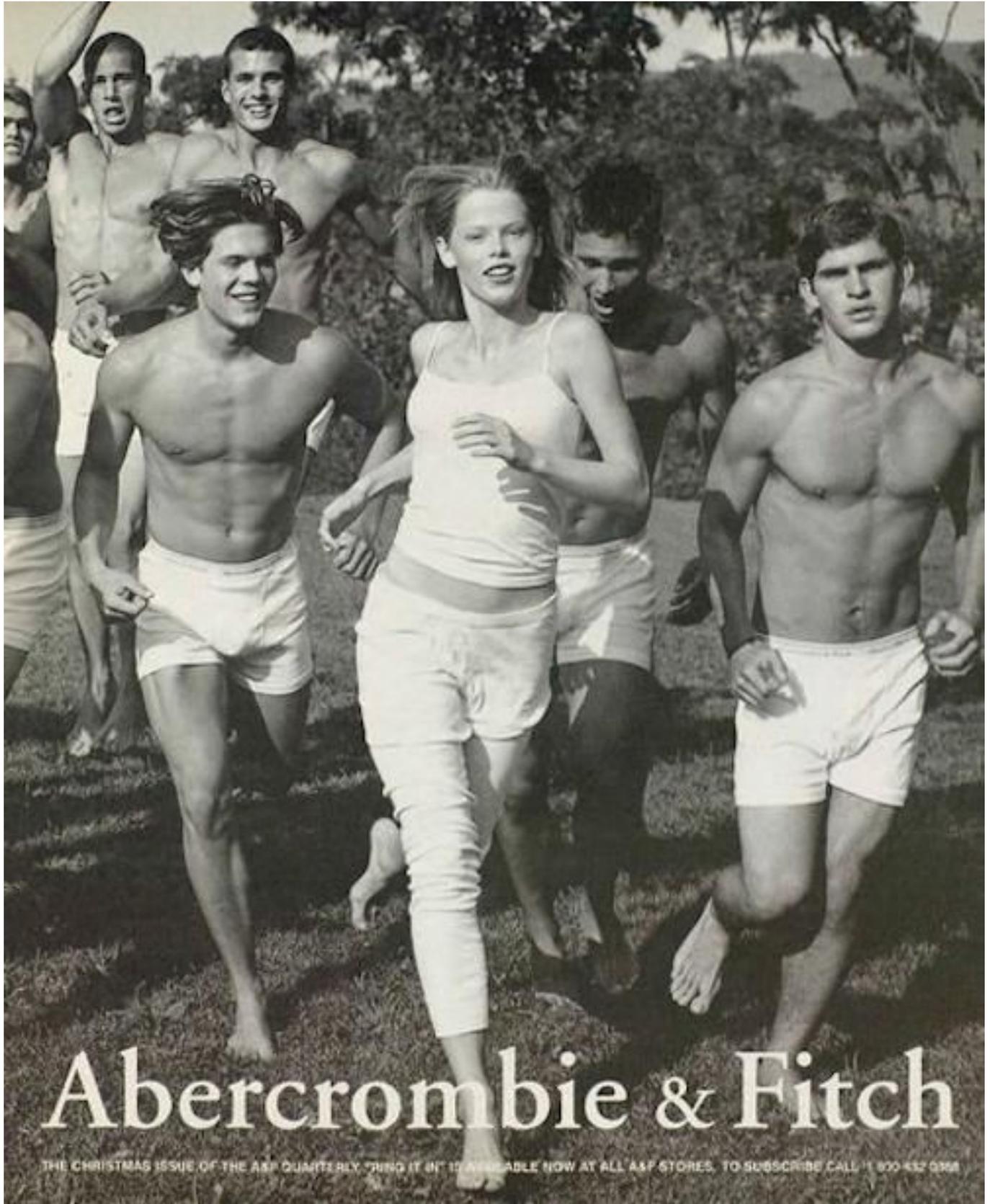
Though she was a tiger lady, our hero didn't have to fire a shot to floor her. After one look at his **Mr. Leggs** slacks, she was ready to have him walk all over her. That noble styling sure soothes the savage heart! If you'd like your own doll-to-

doll carpeting, hunt up a pair of these he-man **Mr. Leggs** slacks. Such as our new automatic wash-wear blend of 65% "Dacron"™ and 35% rayon—incomparably wrinkle-resistant. About \$12.95 at plush-carpeted stores.

**Dacron**™  
*For Fall!*

Get yourself a new pair of **Mr. Leggs**®

THOMSON COMPANY, 1290 Avenue of the Americas, New York 19, N. Y.



# Abercrombie & Fitch

THE CHRISTMAS ISSUE OF THE A&F QUARTERLY "RING IT IN" IS AVAILABLE NOW AT ALL A&F STORES. TO SUBSCRIBE CALL 1 800 432 0368

<p style="text-align: center;"><b>Representation</b></p> <ul style="list-style-type: none"><li>• male centered/ dominant</li><li>• white centered</li><li>• woman is the focal point of both</li><li>• non-inclusive</li></ul>	<p style="text-align: center;"><b>Language</b></p> <ul style="list-style-type: none"><li>• position of woman</li><li>• white centered</li><li>• black and white scale photos</li><li>• small print/ branding at bottoms</li><li>• men have power</li><li>• being stepped on, being chased</li><li>• unclear what is being sold, other than gender norms</li><li>• positioning and size</li></ul>
<p style="text-align: center;"><b>Production</b></p> <ul style="list-style-type: none"><li>• clothing companies</li><li>• “you will have power if YOU wear our clothes”</li><li>• selling tactics</li><li>• promoting WHO can wear their clothing</li></ul>	<p style="text-align: center;"><b>Audience</b></p> <ul style="list-style-type: none"><li>• target is “manly” men</li><li>• pushing white centric and male dominated agenda</li><li>• hyper-masculinities</li></ul>

The two advertisements illuminate an important discourse of post-war. From the first advertisement, we can see that the man is showing dominance with his foot on the woman's head. It reads "It's nice to have a girl around the house." This implies that the man is the head of the household and controls the situation. This speaks to the post-war period as many women were still considered to be property of their husbands. There was a push for a nuclear family, and we get a glimpse of that through this advertisement. The second advertisement, from recent years shares a lot of these same 'codes', but on a muted level. They share the same grey-scale colour scheme, with small branding and words at the bottom. It is unclear what both advertisements are trying to sell, however we see that the woman is the focal point of both. Both women are either being stepped on or chased, comparing them to prey or weakness. Both advertisements are white-centered and male dominated, which urges the consumer understanding of *who* is able to wear these products. With the comparison of these advertisements we can gather that more than sixty years later, not a lot has changed. We can see that there is still almost zero inclusivity of race, gender, and size. The gender norms revealed through each ad speaks volumes for how femininity and masculinity are portrayed through mainstream media.